Tips for Completing this Tool:
Basing Part of Grade on Student’s Use of Processes

1. Incorporating “process use” into your grading system may be the most complex type of grading adaptation because it requires knowledge of both what processes the student does use and those he or she could use. The best place to start when considering this adaptation is with a discussion among team members about their expertise with learning strategies, assistive technologies, and self-management strategies. This discussion may be based on completion of the tool for analyzing processes in an assignment. The team may desire more information about strategies or technologies that could be available to their students.

2. When identifying potential learning or self-management strategies for inclusion in the grading system, teams may want to reference the student’s IEP. Goals for improving reading, writing, mathematical, or organizational skills may refer to strategy use, although it is unlikely that a specific strategy will be cited.

3. When assistive technologies (ATs) are provided for students they are typically described in the student’s IEP. ATs are often considered as accommodations made for a student, and the IEP does not describe expectations for the student’s proficiency with a device. Therefore, the team must establish expectations for the student to be taught how to use the AT devise effectively, and must make explicit expectations for the student to use the AT independently.

4. The weight or proportion that process use constitutes in the grade for an assignment must be determined carefully. Remember that a student may use a strategy or AT device proficiently, but perform poorly on other requirements for an assignment. In contrast, if a student does not use a strategy or AT device proficiently, but still performs well on an assignment, the team should consider whether the process they have chosen to include for grading is really that important to the student.

5. The tool “Analyzing Processes in Your Assignment” is designed to guide a teacher or team through the analysis of a classroom assignment for the purpose of identifying processes that students do or could use. The heading “Processes most students use” prompts discussion of what “typical” students are thinking and doing as they complete their work. This tool may be helpful for starting a discussion between special and general educators about how a student’s disability interacts with the classroom demands, and why strategies may effective for minimizing the impact of disability and may promote independence.
6. The tool “Evaluating Processes to be Incorporated into the Grading Process” is designed to guide teachers or teams in identifying strategies that might be described or inferred in IEP objectives or in the description of accommodations in the IEP, and to determine which may be appropriate for inclusion in the grading system. The last section of the tool focuses on processes that the student must use to take advantage of accommodations. This is the place to describe assistive technologies (e.g., software programs for writing support, audiotaped texts) the student should use, as well as the level of proficiency that is expected.